# INDEX TO VOLUME 42

## Title Index

Authoring the Educated Self: Educational Autobiography and Resistance — Susan Douglas Franzosa (Fall 1992): 395-412.

Both the Moral Right and the Moral Duty to be Educated — Robert D. Heslep (Fall 1992): 413-428.

Beyond the Virtues/Principles Debate — Marilyn S. Keat (Fall 1992): 443-459.

Clarifying the "Adequate Evidence Condition" in Educational Theory and Research — Steven I. Miller and Janet Fredericks (Fall 1992): 461-472.

Critical Theory of a Conservative Stamp — Ladd Holt and Frank Margonis (Spring 1992): 231-250.

Critical Theory versus Curriculum Theory: Reconsidering the Dialogue on Dewey — Peter S. Hlebowitsh (Winter 1992): 69-82.

Democratic Character and Democratic Education: A Cognitive and Rational Reappraisal — Michael L. Gross (Summer 1992): 331-349.

Discourse or Moral Action? A Critique of Postmodernism — Landon E. Beyer and Daniel P. Liston (Fall 1992): 371-393.

Ecology and Equity: Toward the Rational Reenchantment of Schools and Society — Ruthanne Kurth-Schai (Spring 1992): 147-163.

Education, Culture, and Class Power: Basil Bernstein and the Neo-Marxist Sociology of Education — Michael W. Apple (Spring 1992): 127-145.

Education for Democracy: The Representation/Participation Dualism — James C. Walker (Summer 1992): 315-330.

Emerson *Agonistes:* Education and Struggle and Process — Bert P. Helm (Spring 1992): 165-180.

Epistemological and Hermeneutic Conceptions of the Nature of Understanding: The Cases of Paul H. Hirst and Martin Heidegger — Walter C. Okshevsky (Winter 1992): 5-23.

Finding a Common Voice — Eamonn Callan (Fall 1992): 429-441.

For Honor's Sake: Moral Education, Honor Systems, and the Informer-rule — Joseph Beatty (Winter 1992): 39-50.

Higher Education, Interpretation, and the Modular Mind — Susan E. Beers (Winter 1992): 51-58.

Lyotard on the Death of the Professor — A.T. Nuyen (Winter 1992): 25-37.

Moral Realism Revisited: On Achievable Morality — P. Lance Ternasky (Spring 1992): 201-215.

Pastoral Power and the Contemporary University: A Foucauldian Analysis — Aimee Howley and Richard Hartnett (Summer 1992): 271-283.

Postmodernism in Education Revisited: Similarities Within Differences and the Democratic Imaginary — Barry Kanpol (Spring 1992): 217-229.

Reclaiming the Lost Treasure: Deliberation and Strong Democratic Education — Dale T. Snauwaert (Summer 1992): 351-367.

*Researching Lived Experience*: A Review Essay — Donald Vandenberg (Winter 1992): 119-126.

Rorty and Collaborative Inquiry in Education: Consensus, Conflict, and Conversation — Karl Hostetler (Summer 1992): 285-298.

The Same and the Different: Pluralism and the Theory of Women's Studies — Andrew Kaplan (Summer 1992): 299-313.

School Organization and Student Achievement: A Review Essay — David Hogan (Winter 1992): 83-105.

Social Justice and Minority Language Policy — David J. Corson (Spring 1992): 181-200.

Speaking Daughters: A Review Essay — Jo Anne Pagano (Winter 1992): 107-118.

Teaching and the Interpretation of Texts — Hunter McEwan (Winter 1992): 59-68.

Tragic Absolutism in Education — René Vincente Arcilla (Fall 1992): 473-481.

What AIDS Teaches us About the Education of Children — Jonathan G. Silin (Summer 1992): 253-269.

## AUTHOR INDEX

Apple, Michael W. — Education, Culture, and Class Power: Basil Bernstein and the Neo-Marxist Sociology of Education (Spring 1992): 127-145.

Arcilla, René Vincente — Tragic Absolutism in Education (Fall 1992): 473-481.

Beatty, Joseph — For Honor's Sake: Moral Education, Honor Systems, and the Informer-rule (Winter 1992): 39-50.

Beers, Susan E. — Higher Education, Interpretation, and the Modular Mind (Winter 1992): 51-58.

Beyer, Landon E., and Daniel P. Liston — Discourse or Moral Action? A Critique of Postmodernism (Fall 1992): 371-393.

Callan, Eamonn — Finding a Common Voice (Fall 1992): 429-441.

Corson, David J. — Social Justice and Minority Language Policy — (Spring 1992): 181-200.

Franzosa, Susan Douglas — Authoring the Educated Self: Educational Autobiography and Resistance (Fall 1992): 395-412.

Fredericks, Janet, and Steven I. Miller — Clarifying the "Adequate Evidence Condition" in Educational Theory and Research (Fall 1992): 461-472.

Gross, Michael L. — Democratic Character and Democratic Education: A Cognitive and Rational Reappraisal (Summer 1992): 331-349.

Hartnett, Richard, and Aimee Howley — Pastoral Power and the Contemporary University: A Foucauldian Analysis (Summer 1992): 271-283.

Helm, Bert P. — Emerson *Agonistes:* Education and Struggle and Process (Spring 1992): 165-180.

Heslep, Robert D. — Both the Moral Right and the Moral Duty to be Educated (Fall 1992): 413-428.

Hlebowitsh, Peter S. — Critical Theory versus Curriculum Theory: Reconsidering the Dialogue on Dewey (Winter 1992): 69-82.

Hogan, David — School Organization and Student Achievement: A Review Essay (Winter 1992): 83-105.

Holt, Ladd, and Frank Margonis — Critical Theory of a Conservative Stamp (Spring 1992): 231-250.

Hostetler, Karl — Rorty and Collaborative Inquiry in Education: Consensus, Conflict, and Conversation (Summer 1992): 285-298.

Howley, Aimee, and Richard Hartnett — Pastoral Power and the Contemporary University: A Foucauldian Analysis (Summer 1992): 271-283.

Kanpol, Barry — Postmodernism in Education Revisited: Similarities Within Differences and the Democratic Imaginary (Spring 1992): 217-229.

Kaplan, Andrew — The Same and the Different: Pluralism and the Theory of Women's Studies (Summer 1992): 299-313.

Keat, Marilyn S. — Beyond the Virtues/Principles Debate (Fall 1992): 443-459.

Kurth-Schai, Ruthanne — Ecology and Equity: Toward the Rational Reenchantment of Schools and Society (Spring 1992): 147-163.

Liston, Daniel P., and Landon E. Beyer — Discourse or Moral Action? A Critique of Postmodernism (Fall 1992): 371-393.

Margonis, Frank, and Ladd Holt — Critical Theory of a Conservative Stamp (Spring 1992): 231-250.

McEwan, Hunter — Teaching and the Interpretation of Texts (Winter 1992): 59-68.

Miller, Steven I., and Janet Fredericks — Clarifying the "Adequate Evidence Condition" in Educational Theory and Research (Fall 1992): 461-472.

Nuyen, A.T. — Lyotard on the Death of the Professor (Winter 1992): 25-37.

Okshevsky, Walter C. — Epistemological and Hermeneutic Conceptions of the Nature of Understanding: The Cases of Paul H. Hirst and Martin Heidegger (Winter 1992): 5-23.

Pagano, Jo Anne — Speaking Daughters: A Review Essay (Winter 1992): 107-118.

Silin, Jonathan G. — What AIDS Teaches us About the Education of Children (Summer 1992): 253-269.

Snauwaert, Dale T. — Reclaiming the Lost Treasure: Deliberation and Strong Democratic Education (Summer 1992): 351-367.

Ternasky, P. Lance — Moral Realism Revisited: On Achievable Morality (Spring 1992): 201-215.

Vandenberg, Donald — *Researching Lived Experience*: A Review Essay (Winter 1992): 119-126.

Walker, James C. — Education for Democracy: The Representation/Participation Dualism (Summer 1992): 315-330.